



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 10081151  
SAU: Augusta Public Schools  
School: Farrington School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

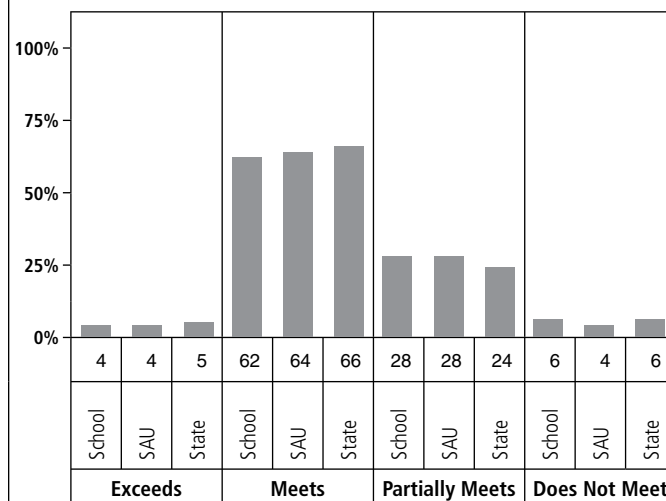
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 4  
SAU: Augusta Public Schools  
School: Farrington School

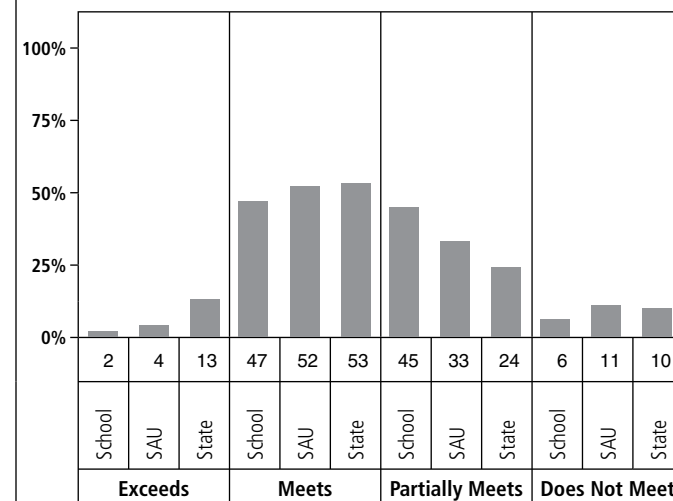
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	445	445	445
2007–2008	445	445	445
<b>2008–2009</b>	<b>445</b>	<b>445</b>	<b>446</b>
Cum. Avg.*	445	445	445
<b>Mathematics</b>			
2006–2007	443	442	445
2007–2008	446	442	445
<b>2008–2009</b>	<b>443</b>	<b>443</b>	<b>446</b>
Cum. Avg.*	444	442	445

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Augusta Public Schools  
School: Farrington School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	55	100	151	100	13805	100	55	100	151	100	13737	100	55	100	151	100	13746	100						
<b>Ethnicity</b> African American/Black	1	2	3	2	419	3	1	100	3	100	410	98	1	100	3	100	416	99						
American Indian or Native Alaskan	0	0	1	1	125	1	0	0	1	100	124	99	0	0	1	100	124	99						
Asian or Pacific Islander	2	4	2	1	229	2	2	100	2	100	223	97	2	100	2	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	52	95	145	96	12883	93	52	100	145	100	12832	100	52	100	145	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	6	11	17	11	2383	17	6	100	17	100	2366	100	6	100	17	100	2364	99						
<b>Current LEP</b>	3	5	3	2	377	3	3	100	3	100	362	96	3	100	3	100	373	99						
<b>Economically disadvantaged</b>	44	80	99	66	5819	42	44	100	99	100	5782	99	44	100	99	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	28	51	107	71	10439	76	28	51	107	71	10471	76						
Identified disability (PET/IEP)	1	4	1	1	351	3	1	4	1	1	367	4						
LEP	1	4	1	1	171	2	1	4	1	1	172	2						
504 plan	0	0	1	1	92	1	0	0	1	1	90	1						
<b>Participation with accommodations</b>	25	45	41	27	3142	23	25	45	41	27	3138	23						
Identified disability (PET/IEP)	3	12	13	32	1860	59	3	12	13	32	1860	59						
LEP	2	8	2	5	186	6	2	8	2	5	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	20	80	26	63	1060	34	20	80	26	63	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	2	4	3	2	155	1	2	4	3	2	137	1						
Identified disability (PET/IEP)	2	100	3	100	155	100	2	100	3	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Augusta Public Schools  
School: Farrington School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	2	2	1	507	4
	2007-2008	2	4	6	4	559	4
	<b>2008-2009</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>672</b>	<b>5</b>
	Cum. Total*	5	3	14	3	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	32	60	91	65	8749	63
	2007-2008	27	59	82	57	8308	59
	<b>2008-2009</b>	<b>33</b>	<b>62</b>	<b>95</b>	<b>64</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	92	61	268	62	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	18	34	34	24	3467	25
	2007-2008	16	35	47	32	3922	28
	<b>2008-2009</b>	<b>15</b>	<b>28</b>	<b>41</b>	<b>28</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	49	32	122	28	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	2	4	12	9	1165	8
	2007-2008	1	2	10	7	1264	9
	<b>2008-2009</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>751</b>	<b>6</b>
	Cum. Total*	6	4	28	6	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.8	64.2	31.1	64.8	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.1	67.1	16.0	66.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.8	61.7	15.1	62.9	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Augusta Public Schools  
 School: Farrington School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	2	4	33	62	15	28	3	6	445	148	4	64	28	4	445	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	1										3						408	2	51	31	16	441
American Indian or Native Alaskan	0										1						122	1	59	34	6	444
Asian or Pacific Islander	2										2						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	50	2	4	31	62	14	28	3	6	445	142	4	63	28	4	445	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										14	0	29	64	7	441	2211	1	39	42	18	439
No	49	2	4	32	65	12	24	3	6	445	134	4	68	24	4	446	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	3										3						357	3	42	36	19	440
No	50	2	4	31	62	14	28	3	6	445	145	4	64	28	4	445	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	42	1	2	27	64	11	26	3	7	445	96	3	63	28	6	445	5677	2	57	32	9	443
No	11	1	9	6	55	4	36	0	0	445	52	6	67	27	0	446	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	53	2	4	33	62	15	28	3	6	445	148	4	64	28	4	445	13575	5	66	24	6	446
<b>Gender</b>																						
Female	17	1	6	12	71	3	18	1	6	447	66	8	61	26	6	446	6580	7	68	21	5	448
Male	36	1	3	21	58	12	33	2	6	444	82	1	67	29	2	445	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	3	30	5	50	2	20	439	33	0	55	36	9	442	2127	1	48	42	9	441
No	43	2	5	30	70	10	23	1	2	447	115	5	67	25	3	446	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	0										0						324	27	72	1	0	458
No	53	2	4	33	62	15	28	3	6	445	148	4	64	28	4	445	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 4  
SAU: Augusta Public Schools  
School: Farrington School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	448	1	0	50	0	50	439	4	2	45	36	17	441
B. less than one hour	54	2	7	14	50	10	36	2	7	445	66	6	59	31	4	446	75	5	67	23	4	447
C. one to two hours	33	0	0	14	82	3	18	0	0	446	27	0	79	21	0	446	18	5	67	23	5	447
D. more than two hours	12	0	0	4	67	1	17	1	17	444	6	0	75	13	13	446	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	33	0	0	12	71	3	18	2	12	444	37	8	70	17	6	447	40	8	71	17	4	449
B. good	46	2	8	14	58	7	29	1	4	447	45	3	61	31	5	445	45	3	66	25	5	446
C. fair	19	0	0	6	60	4	40	0	0	444	15	0	62	38	0	444	13	1	54	35	10	442
D. poor	2	0	0	1	100	0	0	0	0	452	3	0	80	20	0	445	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	1	6	11	65	3	18	2	12	445	30	12	65	16	7	448	31	8	69	19	4	448
B. They match some of what I have learned.	60	1	3	20	65	9	29	1	3	446	54	1	66	30	3	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	6	0	0	2	67	1	33	0	0	443	12	0	71	29	0	444	11	2	54	35	10	442
D. There is no match.	2	0	0	0	0	1	100	0	0	440	4	0	33	50	17	440	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	18	0	0	3	33	4	44	2	22	439	25	0	51	37	11	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	75	2	5	26	68	9	24	1	3	447	62	6	66	26	2	447	63	6	69	22	4	447
C. easier than my regular schoolwork	8	0	0	3	75	1	25	0	0	445	13	6	83	11	0	447	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	24	0	0	5	42	5	42	2	17	441	14	0	40	45	15	440	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	53	2	7	18	67	6	22	1	4	447	54	4	67	26	3	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	24	0	0	9	75	3	25	0	0	447	32	7	71	20	2	448	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	33	1	6	12	71	3	18	1	6	446	32	9	67	22	2	448	21	8	68	19	5	448
B. 20 minutes to an hour	29	1	7	10	67	4	27	0	0	447	41	3	69	24	3	445	55	5	70	21	4	447
C. less than 20 minutes	21	0	0	6	55	4	36	1	9	443	12	0	47	41	12	441	13	2	57	33	8	443
D. I rarely read at home.	17	0	0	5	56	3	33	1	11	445	15	0	62	33	5	445	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	12	0	0	5	83	0	0	1	17	444	27	3	71	21	5	445	25	3	59	30	8	444
B. six to ten pages	22	0	0	6	55	5	45	0	0	444	26	5	62	27	5	446	24	4	64	26	6	445
C. eleven or more pages	67	2	6	21	62	9	26	2	6	446	47	5	62	30	3	446	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	22	0	0	3	75	1	25	0	0	446	26	0	80	20	0	446						
B.	56	1	10	6	60	3	30	0	0	449	53	10	60	30	0	449						
C.	22	0	0	3	75	0	0	1	25	445	21	0	75	0	25	445						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Augusta Public Schools  
School: Farrington School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	3	6	4	3	1054	8
	2007-2008	4	9	7	5	1321	9
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	8	5	17	4	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	24	45	65	46	7394	53
	2007-2008	25	54	63	43	7079	51
	<b>2008-2009</b>	<b>25</b>	<b>47</b>	<b>77</b>	<b>52</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	74	49	205	47	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	20	38	48	34	3729	27
	2007-2008	14	30	57	39	3955	28
	<b>2008-2009</b>	<b>24</b>	<b>45</b>	<b>49</b>	<b>33</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	58	38	154	36	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	6	11	23	16	1735	12
	2007-2008	3	7	18	12	1642	12
	<b>2008-2009</b>	<b>3</b>	<b>6</b>	<b>16</b>	<b>11</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	12	8	57	13	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	28.7	59.8	28.7	59.8	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	10.8	54.0	10.9	54.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.0	62.5	5.0	62.5	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.4	64.0	6.4	64.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.4	64.0	6.4	64.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Augusta Public Schools  
 School: Farrington School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	1	2	25	47	24	45	3	6	443	148	4	52	33	11	443	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	1										3						415	5	41	30	24	439
American Indian or Native Alaskan	0										1						123	12	46	28	13	445
Asian or Pacific Islander	2										2						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	50	0	0	24	48	23	46	3	6	443	142	4	52	33	11	443	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										14	0	43	14	43	434	2227	3	34	33	30	437
No	49	1	2	23	47	22	45	3	6	443	134	4	53	35	7	444	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	3										3						370	7	35	31	27	439
No	50	1	2	24	48	23	46	2	4	443	145	4	52	33	10	443	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	42	1	2	16	38	22	52	3	7	442	96	4	45	39	13	442	5704	6	48	30	16	442
No	11	0	0	9	82	2	18	0	0	447	52	4	65	23	8	445	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	53	1	2	25	47	24	45	3	6	443	148	4	52	33	11	443	13603	13	53	24	10	446
<b>Gender</b>																						
Female	17	0	0	9	53	7	41	1	6	444	66	3	50	32	15	442	6591	12	54	24	11	446
Male	36	1	3	16	44	17	47	2	6	443	82	5	54	34	7	444	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	1	10	8	80	1	10	438	33	0	36	42	21	439	2131	3	41	38	18	440
No	43	1	2	24	56	16	37	2	5	444	115	5	57	30	8	444	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	0										0						324	64	34	2	0	464
No	53	1	2	25	47	24	45	3	6	443	148	4	52	33	11	443	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 4  
SAU: Augusta Public Schools  
School: Farrington School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	446	1	0	50	0	50	428	4	4	37	30	28	438
B. less than one hour	54	0	0	12	43	15	54	1	4	443	66	3	55	34	8	444	75	13	55	23	9	447
C. one to two hours	33	1	6	9	53	5	29	2	12	443	27	8	47	29	16	442	18	12	54	24	10	446
D. more than two hours	12	0	0	3	50	3	50	0	0	444	6	0	50	50	0	444	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	1	6	10	56	7	39	0	0	447	38	6	66	26	2	448	37	22	56	16	7	451
B. good	50	0	0	12	48	12	48	1	4	442	43	5	52	37	7	443	45	9	56	25	9	446
C. fair	12	0	0	2	33	2	33	2	33	436	16	0	32	41	27	436	14	3	46	34	17	440
D. poor	2	0	0	0	0	1	100	0	0	432	4	0	17	17	67	431	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	1	8	6	46	6	46	0	0	445	31	9	68	23	0	448	35	19	56	19	7	450
B. They match some of what I have learned.	59	0	0	14	47	14	47	2	7	442	50	1	44	42	13	441	51	11	56	25	8	446
C. They match just a little of what I have learned.	14	0	0	4	57	2	29	1	14	443	14	5	45	30	20	441	10	5	43	31	21	440
D. There is no match.	2	0	0	1	100	0	0	0	0	452	5	0	71	0	29	439	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	31	0	0	3	19	10	63	3	19	437	26	0	30	49	22	437	17	5	44	31	20	441
B. about the same as my regular schoolwork	46	0	0	15	63	9	38	0	0	445	52	3	62	30	5	445	62	13	57	23	7	448
C. easier than my regular schoolwork	23	1	8	7	58	4	33	0	0	448	22	10	58	23	10	446	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	1	100	0	0	440	6	0	44	44	11	441	7	6	36	32	27	438
B. 30–45 minutes	0										28	5	48	33	15	442	25	7	52	28	12	444
C. 45–60 minutes	33	0	0	8	47	7	41	2	12	441	36	4	61	27	8	444	38	14	56	22	8	448
D. more than 60 minutes	65	1	3	17	50	15	44	1	3	445	30	5	49	37	9	444	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	420	6	0	44	22	33	438	3	4	36	31	28	438
B. two or three days a week	31	0	0	8	50	6	38	2	13	442	23	3	59	25	13	444	12	13	51	26	10	446
C. two or three times each month	41	1	5	12	57	8	38	0	0	446	33	9	53	30	9	445	32	15	58	20	7	449
D. never or almost never	25	0	0	5	38	8	62	0	0	442	38	2	50	41	7	442	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	0	0	5	83	1	17	0	0	446	19	4	70	11	15	444	26	12	50	25	13	445
B. two or three days a week	25	1	8	6	46	5	38	1	8	446	29	10	49	32	10	446	32	14	57	21	7	448
C. two or three times each month	62	0	0	14	44	16	50	2	6	442	38	0	46	46	7	442	26	13	56	22	8	448
D. never or almost never	2	0	0	0	0	1	100	0	0	440	13	5	53	26	16	441	17	9	50	27	13	444
Optional school/SAU question																						
A.	22	0	0	1	25	3	75	0	0	440	26	0	40	60	0	442						
B.	56	1	10	5	50	3	30	1	10	445	53	10	50	30	10	445						
C.	22	0	0	2	50	2	50	0	0	446	21	0	50	50	0	446						
D.	0										0											